Outcome Parts – Group A (all have numeric target or defined state) and **subset of Group B** (quantitative component added)

No.	Goal	Outcome	Part	Piece of Information
1	Sustainable Fisheries	Oyster	"Restore native oyster habitat and populations in 10 tributaries by 2025 and ensure their protection."	• Acres of reefs (2) (number or percent) • Percentage of restorable bottom • Meeting oyster metrics of success
2	Sustainable Fisheries	Forage Fish	"Continually improve the Partnership's capacity to understand the role of forage fish populations in the Chesapeake Bay."	• More research funding/networks (i.e. unstudied forage fish) • Diversity of forage species • Abundance of forage species • Need to determine/measure effect forage have on other fish • Food web dynamics • (predators) • Forage habitat
3	Vital Habitats	Wetlands	" … and enhance the function of additional 150,00 acres of degraded wetlands by 2025."	• Define functions • ID "functions" of wetlands you want to enhance → measure it • ID acres of degraded • Functional assessment • Wetland acreage (identify functions) • Percent reduction of invasives
4	Vital Habitats	Stream Health	"Improve health and function of ten percent of stream miles above the 2008 baseline for the Chesapeake Bay watershed."	• Assess indicators that can contribute to steam health • Miles of healthy streams (stream health index)
5	Vital Habitats	Brook Trout	"Restore and sustain naturally reproducing brook trout populations in Chesapeake headwater streams with an eight percent increase in occupied habitat by 2025."	• Area of occupied habitat
6	Vital Habitats	Forest Buffer	"… and conserve existing [riparian forest] buffers …"	• Acreage of forest buffers • Diversity of forest buffers
7	Vital Habitats	Forest Buffer	"… until at least 70 percent of riparian areas throughout the watershed are forested."	• Acreage of forest buffers • Density of forest buffers
8	Vital Habitats	Tree Canopy	"Expand urban tree canopy by 2,400 acres by 2025."	• Acres of urban tree cover

9	Toxic Contaminants	Toxic Contaminants Policy and Prevention	"Continually improve practices and controls that reduce and prevent the effects of toxic contaminants below levels that harm aquatic systems and humans."	
10	Toxic Contaminants	Toxic Contaminants Policy and Prevention	"Build on existing programs to reduce the amount and effects of PCBs in the Bay and Watershed."	
11	Healthy Watersheds	Healthy Watersheds	"100 percent of state-identified currently healthy waters and watersheds remain healthy."	
12	Stewardship	Citizen Stewardship	"Increase the number and diversity of trained and mobilized citizen volunteers with the knowledge and skills needed to enhance the health of their local watersheds."	• Further definition of knowledge, skills, trained, mobilized, diversity
13	Stewardship	Local Leadership	"Continually increase the knowledge and capacity of local officials on issues related to water resources and in the implementation of economic and policy incentives that will support local conservation actions."	• Identify gaps in knowledge and capacity
14	Stewardship	Diversity	"Identify minority stakeholder groups that are not currently represented in the leadership, decision-making and implementation of conservation and restoration activities …"	• Establish baseline outside of CBP
15	Stewardship	Diversity	" … and create meaningful opportunities and programs to recruit and engage them in the Partnership's efforts."	• Baseline of how many minority stakeholders engaged in our work.
16	Environmental Literacy	Student	"Continually increase students' age-appropriate understanding of the watershed through participation in teacher-supported, meaningful watershed educational experiences and rigorous, inquiry-based instruction, with a target of at least one meaningful watershed educational experience in elementary, middle and high school depending on available resources."	• Track # MWEEs per student

17	Environmental Literacy	Sustainable Schools	"Continually increase the number of schools in the region that reduce the impact of their buildings and grounds on their local watershed, environment and human health through best practices, including student-led protection and restoration projects."	• Number of schools programs already putting practices in place to reduce impact (ex. # of green schools)
18	Environmental Literacy	Environmental Literacy Planning Outcome	"Each participating Bay jurisdiction should develop a comprehensive and systematic approach to environmental literacy for all students in the region that includes policies, practices and voluntary metrics that support the environmental literacy Goals and Outcomes of this Agreement."	• # of students reached • % of students reached in each jurisdiction • Baseline of existing curriculum
19	Climate Resiliency	Monitoring and Assessment	"Continually monitor and assess the trends and likely impacts of changing climatic and sea level conditions on the Chesapeake Bay ecosystem"	• Trends: T, S, SLR • Impacts: all or id subset of priority habitats, other outcomes?

Part 1

Instructions:

1. For each numbered Outcome part, identify the piece of information that the Partnership would ideally use to track our progress. What piece of information would enable us to talk about how we're doing towards this part of an Outcome?
2. Write this piece of information in the column next to the Outcome part.
3. Make a note of parts where identifying this one piece of information was difficult—bring to group discussion.

Discussion: *Where did you encounter challenges in identifying this piece of information? Were there any parts where you would want multiple pieces of information? Where would pieces of information fall within the Indicator Framework?*

- Parts without numbers were difficult
- With changing local leadership, how to measure capacity? Look to actions?
- LOTS of wetland function information
- For some parts, baseline is non-existant or hard to establish
- "Continually improve" statements relate to adaptive management, connect target and results
- Indicators should follow and fit into the Decision Framework
- Need to look at where do we know What and Why? – start there
- Some indicators rely on other yet undefined indicators
- Outcomes may have many or no indicators—varies form Outcome to Outcome
- Need to make sure current indicators align with the Indicator Framework

Part 2

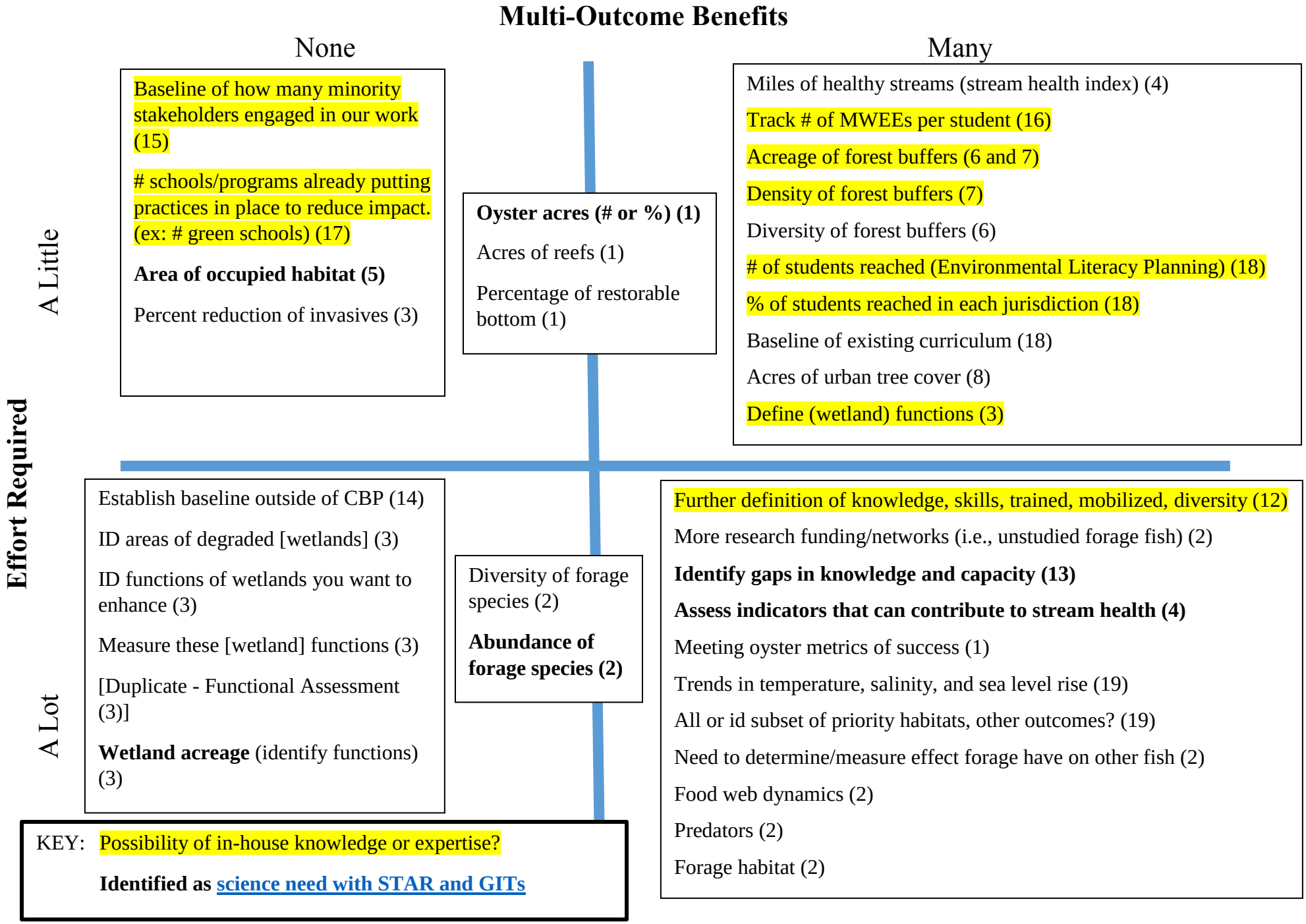
Instructions: For each Outcome part,

1. Consider the Effort Required for a given piece of information that you identified on one Post-It note. What kind of work, time, or money would be needed to develop an indicator around such information?
2. Consider the Multi-Outcome Benefits that piece of information may provide. Connections among different goals should receive special consideration.
3. Write the number of the corresponding Outcome part on the grid below.
4. Repeat for all Outcome parts.

Discussion: *How did you make decisions? Are items ordered within each box?What factors did you consider?How many multi-Outcome benefits did you identify? Multi-Goal?*

- Some groups used scale, while others separated into four categories.
- Reiterated earlier discussions about pieces of information needed
- Used group consensus approach, often getting a group reaction to an individual's initial response

- Discussed the contextual language of the Agreement, which describes why we're doing something and describes subservient relationships
- Recognized the short and long term relationships among indicators—for example, the long term positive correlation expected between citizen stewardship and stream health


Multi-Outcome Benefits
None
Many
Effort Required
A Little
A Lot
Baseline of how many minority stakeholders engaged in our work (15)
schools/programs already putting practices in place to reduce impact. (ex: # green schools) (17)
Area of occupied habitat (5)
Percent reduction of invasives (3)
Oyster acres (# or %) (1)
Acres of reefs (1)
Percentage of restorable bottom (1)
Miles of healthy streams (stream health index) (4)
Track # of MWEEs per student (16)
Acreage of forest buffers (6 and 7)
Density of forest buffers (7)
Diversity of forest buffers (6)
# of students reached (Environmental Literacy Planning) (18)
% of students reached in each jurisdiction (18)
Baseline of existing curriculum (18)
Acres of urban tree cover (8)
Define (wetland) functions (3)
Establish baseline outside of CBP (14)
ID areas of degraded [wetlands] (3)
ID functions of wetlands you want to enhance (3)
Measure these [wetland] functions (3)
[Duplicate - Functional Assessment (3)]
Wetland acreage (identify functions) (3)
Diversity of forage species (2)
Abundance of forage species (2)
Further definition of knowledge, skills, trained, mobilized, diversity (12)
More research funding/networks (i.e., unstudied forage fish) (2)
Identify gaps in knowledge and capacity (13)
Assess indicators that can contribute to stream health (4)
Meeting oyster metrics of success (1)
Trends in temperature, salinity, and sea level rise (19)
All or id subset of priority habitats, other outcomes? (19)
Need to determine/measure effect forage have on other fish (2)
Food web dynamics (2)
Predators (2)
Forage habitat (2)
KEY: Possibility of in-house knowledge or expertise?
Identified as science need with STAR and GITs